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THE MAPPING OF ARABIC LANGUAGE LEARNING IN SENIOR HIGH SCHOOLS AND VOCATIONAL SCHOOLS IN MALANG REGENCY

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Abstract

This study aims to map the learning of Arabic in Senior High Schools and Vocational Schools in Malang Regency covering the aspects of 1) teacher qualification, 2) curriculum and development, 3) teaching materials, 4) teaching strategies, 5) instructional media, and 6) evaluation implementation. The research was conducted with a descriptive model. Of the population 183 Senior High School and Vocational Schools, 12 schools were taken using a cluster sampling. The data were collected using questionnaires filled by Arabic teachers in all sample schools. The data analysis was performed according to the steps a) identification of data, b) tabulation of data, c) data grouping, d) data quantification, and e) description of data. This study found (1) all Arabic teachers in Senior High Schools and Vocational Schools in Malang Regency have a standard qualification of Arabic teacher in school, (2) Senior High Schools and Vocational Schools in Malang Regency using the Ministry of Education and Culture KTSP curriculum which was elaborated by teachers into syllabus form and Lesson plans, (3) teaching materials used were in the form of textbooks and student worksheets with various titles and publishers, (4) reading and vocabulary learning was carried out with translation techniques; speaking skills were trained by giving students time to practice dialogue, and writing skills were trained through sentence exercises, copying texts, combining two sentences, and completing paragraphs; (5) teachers utilized instructional media, drawings, original objects, hearing, charts/scheme, or language lab; and (6) the majority of teachers evaluated the lessons at the end of each unit.

Keywords: *mapping, Arabic Language, curriculum, Senior High Schools and Vocational School*

Introduction

The implementation of elementary and secondary education as stated in Government Regulation Number 17 of 2010 about Management and Implementation of Education aiming at building a foundation for the development of potential students to become human beings who: (a) believe and fear God Almighty, have a noble characteristic, and noble personality, (b) have knowledge, competent, critical, creative, and innovative, (c) healthy, independent, and confident, and (d) tolerant, socially sensitive, democratic, and responsible.

To realize the vision, the government constructed a curriculum consisting of curriculum structure and study load. As time develops, the education curriculum experiences changes and development to achieve national education, which is to enrich the lives of the nation.¹ The curriculum structure describes the conceptualization of curriculum content in the form of subjects in a semester or year, content/subject position in the curriculum, distribution of content/subjects in a semester/year, study load for a subject and study load per week for each student. The curriculum structure is also an application of content organization concept in learning system and organization of study load in the learning system. The organization of content in the used learning system was a semester system, while the organization of study load in the learning system is based on lesson hour per semester.

The curriculum structure also describes the application of curriculum principles on a student's position in completing the learning in an education unit or level. Furthermore, the curriculum structure describes the learning position of a student namely whether they have to complete all the subjects written in the structure or curriculum give opportunities to the students to decide on several options, curriculum structure of Senior High School consist of: (a) a group of subjects required to be taken by all students (b) specialization subject groups participated by the students according to their talents, interests, and abilities (c) for MA can add the specialization subject groups of religion. In the specialization subject groups, there is a foreign language material. One of the foreign languages taught by the schools is Arabic.

Arabic language in Indonesia, a country with the most Islamic believers in the world, is not something foreign. Many educational institutions both state and private, under the Ministry of Religious Affairs and the Ministry of Education and Culture, making the Arabic language as a prioritized foreign language by their students due to: (a) the language is spoken by more than 400 million of people in the world, has become the language which contributes significantly to the development of science and culture, (b) Arabic is not a language used by one country only, but becomes an official language of 26 countries across North Africa and the Middle East. This is the language which unites the native speakers in the Arab world, as well as becomes the lingua franca (connecting language) of all Moslems in the world, and (c) as one of the six official languages of the United Nations, Arabic language is an important language used in various life fields currently, starting from educational fields, trades, to tourism.

Arabic language learning in Indonesia, particularly in Malang Regency from time to time experiences a vast development. Initially, the Arabic language learning is exclusive, which was taught at Islamic schools and Islamic boarding schools. However, at this time, the Arabic language is also taught in public schools, for example, Junior high school, senior high school, and vocational schools.

¹ Supardi US, "Arah Pendidikan di Indonesia dalam Tataran Kebijakan dan Implementasi", *Jurnal Formatif* [Online], Vol. 2, No. 2, 2012, 111.

The status of Arabic language subject in Senior High Schools and Vocational Schools is different from the status in Islamic high school (*Madrasah Aliyah/MA*). In MA, the Arabic language is a required subject, while in Senior High School the status of Arabic Language is varied. In a certain Senior High School, particularly Islamic Senior High Schools, the status of Arabic language becomes a required subject, while in the National Senior High School has a required status. Meanwhile, the status of Arabic status in Vocational Schools is a typical local content to be taught in the Islamic-oriented Vocational school, both in MA or Senior High Schools, both by the Ministry of Religious Affairs or the Ministry of Primary and Secondary Education. However, the Arabic language learning in Vocational schools does not have an explicit curriculum reference and standard.

Malang Regency is one of the administer regions with the area of 33 districts. In the region, there are 183 institutions with the number of Senior High Schools/MA equivalent are 100 institutions and Vocational schools equivalent are 83 institutions. All this time, there are no data about Senior High schools/Vocational schools in Malang Regency teaching the Arabic language. The data are needed to find out the interest of society in Malang region Arabic language. Furthermore, the intended data are to find out the development of learning from time to time, including the shortcomings or challenges being experienced.

Several studies have given the relevant information to this research. One of them is a research conducted by Wardani² entitled “*Pembelajaran Bahasa Arab di SMA Negeri Se-Kota Malang*.” This research concluded that: (1) the objectives formulated by each school is too general; (2) all teachers have fulfilled the qualification required by the Department of National Education; (3) all schools which become the research subject in this research have implemented KTSP although not thoroughly, each school has scheduled time allotment and adjusted with the number of subjects, study load, and students’ learning hour; (4) the teachers are not maximal in conducting the learning preparation reflected from the incomplete documents of syllabus, lesson plans, annual program, and semester program; (5) the learning method tends to be monotonous and relies more to the grammatical-translation, the media used is adequately attractive in two schools, but in two other schools, an improvement is needed; and (6) besides implemented twice, a scheduled evaluation (UTS (midterm) and UAS (final term)), the evaluations though assignments, quiz, and daily exams are also performed.

Other similar research is conducted by Damir³ entitled “*Implementasi Nazariyah al-Wahdah dalam Pembelajaran Bahasa Arab di SMA Islam Pekalongan*” with the research finding namely: (1) Arabic language learning in Islamic Senior High School Pekalongan according to the theory of *nazariyah al-wahdah* already included several achievement indicators of basic competence in KTSP, among them are listening,

² Evi Rakhmawati Wardhani, “Pembelajaran bahasa Arab di SMA Negeri Se-Kota Malang”, *Tesis*, Universitas Negeri Malang, 2010.

³ Damir, “Implementasi Nazariyah al-Wahdah dalam Pembelajaran Bahasa Arab di SMA Islam Pekalongan”, *Tesis*, IAIN Walisongo Semarang, 2013.

speaking, reading, and writing appropriately, (2) Arabic Language Teachers (GUBARA) in Pekalongan Islamic Schools have played a good role as motivators and facilitators who gave the students opportunities to involve in the learning process actively and able to act creatively in presenting the material by applying several variations of methods and strategies.

However, teachers lack the identification the intelligence of each student so that the teachers are less capable of accommodating different students' intelligence and talents, (3) Arabic Language learning material in Pekalongan Islamic Schools consists of five components of language and language skills namely, speaking, vocabulary, structure, reading, and guided writing, (4) in the process of Arabic language learning in Pekalongan Islamic Schools, teachers used various media besides books such as the available concrete objects, songs, and film, and (6) the implemented evaluation in the learning process includes daily exam, mid-term exam, and final and non-test in the form of behavioral and interest assessment.

The study of mapping the Arabic language learning in Senior High Schools and Vocational Schools in Malang Regency was conducted with aims to describe 1) the qualification of Senior High school and vocational school GUBARA in Malang Regency, 2) curriculum and supplementary media used in the teaching, 3) teaching materials used in the teaching, 4) learning strategies used by GUBARA, 5) the use of media in Arabic language learning, 6) the administration of evaluation in Arabic language teaching.

Method

This research was conducted using descriptive research which attempted to describe the variable or condition as it is in a situation⁴. The population in this research was categorized as a school population and respondent population (teacher, student, and school principal). School population which was Senior High School and Vocational Schools in Malang Regency which teach the Arabic language. Considering the number of Senior High School and Vocational Schools which teach the Arabic language are numerous and spread across various regions and have a different status, then the samples were taken using a cluster sampling, which as the Malang region was divided into East, South, West, and North regions. Furthermore, the samples were determined using a stratified sampling technique by seeing the school status category (state, private, Islamic Senior High Schools and Vocational schools and National) 12 schools were taken as samples. For respondent samples (teachers) were determined using a total sampling technique to be specified as samples to become respondents.

These research data referred to the research problems, which were the qualification of GUBARA in Senior High Schools and Vocational Schools, curriculum and supplementary media, the used teaching materials, teaching strategies, media usage, and the administration evaluation in Arabic language learning at Senior High

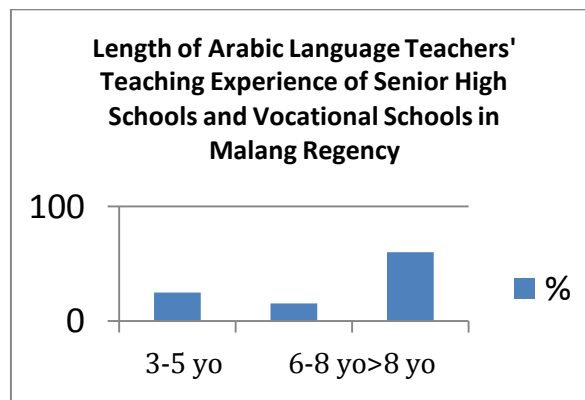
⁴ Ary Donald, et al., *Intruduction of Research in Education*, ke Delapan, (New York: Rinehart and Winston, 1979).

Schools and Vocational Schools in Malang Regency. The data source was the teachers. The research instrument used was the questionnaire. The data were collected using a set of questionnaires which was distributed to the respondents. The data analysis was conducted using the following steps a) data identification, b) data tabulation, c) data classification, d) data quantification, and e) data description.

Result and Discussion

The Qualification of GUBARA in Senior High Schools and Vocational High School

The education qualification of Senior High School and Vocational School GUBARA in Malang Regency was seen from three aspects, which were the latest education, teaching experience, and competence improvement effort. From the results of a questionnaire distributed to the teachers, it was found 100% of the Arabic language teachers in Senior high schools and Vocational Schools in Malang Regency were the bachelor's degree graduates. As much as 50% out of 12 teachers have the Arabic language teaching degree, and the rest were from Bachelor of Islamic Education. The GUBARA in general (83%) have the educational background of the Islamic boarding school with the study experience of more than five years. The questionnaire results related to the length of teaching experience is presented in Figure 01 below.



From the table above, the majority of (60%) Senior high school and vocational school GUBARA in Malang Regency have the teaching experience of more than eight years. 15% of them have the 6-8-year experience. The rest (25%) have the teaching experience of 3-5 years.

The teaching experience of GUBARA in Malang Regency was supported by the teaching experience of other subjects in the same school or teaching the Arabic language in other schools. In this case, 50% of the teachers only teach Arabic language teaching only in their school, and 50% of them teach other subjects, for example, Islamic education, automotive, and Indonesian language. Besides that, there was 50% of the GUBARA also teach Arabic language and other subjects in different schools (part-timer).

To improve competence, some GUBARA participated in training, seminar, or workshops. 11 out of 12 Senior High School GUBARA in Malang Regency have participated in Arabic training, seminar, or workshop for three times. The education in the Islamic boarding school that they obtained and the training or seminar on Arabic teaching that they participate in is expected to improve their professionalism as GUBARA.

This act shows that qualitatively, the qualification of Arabic language teachers in Senior High Schools and Vocational Schools have not described them as professional teachers. This is because some of the Arabic language teachers (50%) officially lack authority as professional Arabic language teachers. Arabic language has a continuous correlation and history with Islam, substantive-methodologically on different fields. Therefore, the professionalism of Islamic Language teachers is not always followed by professionalism in Arabic language learning, and vice versa.

Seen from the perspective of the Constitutional law on National Education System 2005 about teacher competence, then some (50%) of the Arabic language teachers in Senior High schools and vocational schools have not synchronized with the expected teacher competence. The intended competence was the pedagogical and professional competences. The pedagogical competence is related to methodological and psychological competences of language learning, especially Arabic language. The professional competence related to the Arabic material mastery which includes the elements of Arabic language and Arabic language skills. Logically, the professionalism of a teacher is closely associated with the quality of the learning process and learning outcome. This statement is related to the opinion of Farris⁵, that professional teacher determines the learning success.

Teacher professionalism, besides related to the learning outcome, it is also related to the student learning motivation. This means that the professional teachers will present a high learning motivation to the students, on the other hand, the low professionalism in teachers will impact student demotivation. The term demotivation refers to a stimulus which restrains a specific behavior to be performed⁶. In the context of Arabic language learning, demotivation refers to a stimulus both planned or unplanned which causes the education administrators (students, teachers, school principal) and other related stakeholders restrain or inhibit, decrease, even dismiss the spirit of learning Arabic for students and teachers⁷.

Related to the Arabic learning in Senior High Schools and Vocational Schools, Arabic teacher professionalism is unsolved crucial and classical problems. Such a condition and condition of Arabic language subject position in Senior High School and Vocational schools are not as stable as other subjects' position, then the problem of Arabic learning in Senior High schools and vocational schools becomes more

⁵ P.J Farris, *Language Arts: A Process Approach*, (Indiana: Brown & Benchmark Publisher, 1993).

⁶ A. Ginting, *Esensi Praktis Belajar Dan Pembelajaran*, (Bandung: Humaniora, 2008).

⁷ Moh Ainin, "Fenomena Demotivasi dalam Pembelajaran Bahasa Arab di Madrasah. Penyebab dan Alternatif Pemecahannya", *Makalah Disampaikan Pidato Pengukuhan Guru Besar Universitas Negeri Malang*, 10 April 2011.

complex. The phenomenon of Arabic learning is getting bigger, and the existence of Arabic language is getting faded in the hearts of the students.

Curriculum and Supporting media used in Arabic Language Learning in Senior High Schools and Vocational Schools

Based on the questionnaire results, it obtained the data stating that in Arabic learning, 83% of the teachers used the curriculum. On the other hand, there was 17% of the teachers who did not use the curriculum. In other words, there were 17% of the teachers who did not use the curriculum. The curriculum used were commonly (50%) of the Ministry of Education and Culture KTSP curriculum. The rest of them used the various curriculums, which were the Ministry of Religious Affairs KTSP (16.6%), the Ministry of Education and Culture K13 (25%), and the Ministry of Religious Affairs K13 (8.4%).

Although there were several teachers who did not use the curriculum, all teachers developed the learning media in the form of the syllabus, lesson plans, annual program (*prota*), and or semester program (*promes*). This is reflected in Figure 02. Figure 02 shows that all teachers develop the learning media with the following details: syllabus and lesson plans (41.6%), only syllabus (25%) or only lesson plan (16.6%). Besides that, as much as 8.4% of the teachers develop the learning media in the form of *prota* and *promes*.

In relation to the curriculum development, most Arabic teachers have developed it in the forms of syllabus and lesson plans. This fact shows Arabic teachers realized that the construction of plans in Arabic language learning is a part of teacher's duty.

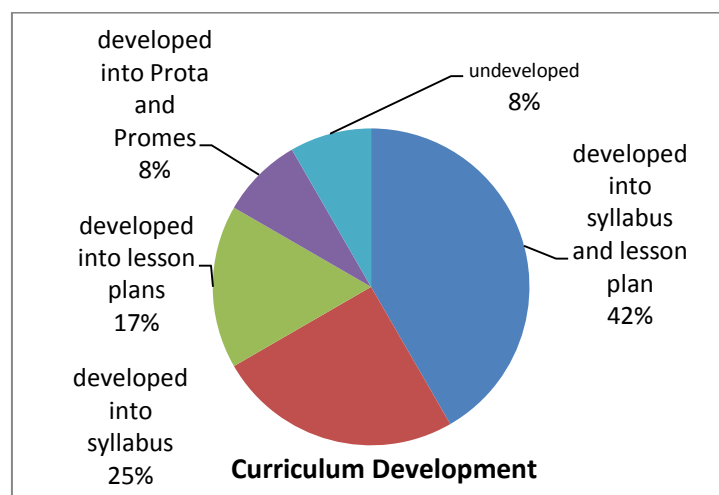


Figure 02: Curriculum Development

They realized that the plan construction is the first duty that needs to be completed by the teachers before teaching and evaluating. This is as stated by Cooper⁸ that the primary duty of the teachers as a decision maker in learning includes planning, implementation, and evaluation.

The problem is how the quality of planning constructed by the teachers is the questions that must be answered through analysis activities on substance and system of the planning itself. The data showed that some teachers developed the curriculum into linear syllabus and lesson plan with the qualification of some Arabic language teachers' education background is bachelor's degree graduate in Arabic language education. Meanwhile, others have an educational background in Islamic education.

The Teaching Material used by the Arabic Language Teachers in Teaching Arabic in Senior High Schools and Vocational Schools

In the table content, it obtained the data of 70% of the Arabic Language Teachers in Senior High Schools and Vocational Schools in Malang Regency do not use the textbooks from the Ministry of Education and Culture. Their reasons were that the texts from the Ministry of Education and Culture were not appropriate for the curriculum, challenging to be applied or there are books provided by the foundation. Several books used by GUBARA were: (a) *Madarij al-Durus al-'Arabiiyyah*, (b) *Terampil Bahasa Arab I* by Minanul Aziz and Aswin Yunan published by Tiga Serangkai in 2009, (c) *Bahasa Arab* by Fitriliza published by Yudhistira in 2007, (d) *Al Ashri* written by Imam Fauji and Hasanuddin published by Majelis Dikdasmen PWM Jatim in 2013, (e) *al-Lughah al-'Arabiiyyah* written by Zakiyah Arifa and Nadia Afidati published by Misykat in 2011, (f) *Bahasa Arab Untuk SMA* by Miftachul Huda (for private use only), (g) *Bahasa Arab untuk SMA* published by Focus in 2015, (h) *Cepat Bercakap Bahasa Arab* by Abdul Haris published by UMM Press in 2006, (i) *Bahasa Arab MA*, (j) *Bahasa dan Sastra untuk SMA dan SMK* by Farhan and Nurlailah published by YamaWidya in 2015, and (k) *Belajar Bahasa Arab* by Aye Rosidi, et.al published by Horizon in 2013.

Besides using the implemented Arabic Language books, 90% of the teachers used supplementary books such as *Kitab Kuning* (yellow holy book), student worksheets, and popular reading books. On average, teachers used two supplementary books. Their reason for using the supplementary books was to expand the students' knowledge of the Arabic language. As much as 90% of the Senior High School and Vocational School GUBARA also created their own material for teaching by summarizing from various books and cooperated with other GUBARA. Meanwhile, 10% did not produce their material because the material in the textbook is already sufficient.

⁸ J.M Cooper, *The Teacher as Decision Maker*, (Massachusetts: D.C. Heath and Company, 1977).

The availability of teaching book in the education world is a part of the education sustainability. With books, the implementation of education can run more smoothly, and teachers can manage learning activities effectively and efficiently⁹. The research data showed that each GUBARA in Senior High Schools and Vocational Schools used different Arabic language teaching books with different authors. Some used the Arabic language teaching books refer to the curriculum, and some others use the Arabic language teaching material which is less clear its reference to the curriculum. The diversity of teaching books in Arabic language learning at Senior High Schools and Vocational schools in a region has advantages and disadvantages. Among the advantages was the provision of autonomy for teachers to use teaching books according to the characteristics of the students. Meanwhile, among the disadvantages is when the used teaching books lack good characteristics, both from substantial and systematic aspects. In harmony with this, Muslich¹⁰ stated that in the field, teachers often did not refer to the curriculum in constructing lesson plans but referring to the textbooks. Accordingly, if the used textbooks did not meet the quality standard of a good textbook, then a negative impact will be experienced by students.

The research data showed that 90% of the GUBARA besides using textbooks also developed their own material by summarizing from several books. This needs to be appreciated because according to Muslich¹¹ by quoting Romero, 1975 and Hook, 1965 stated that, in reality, there is no textbook which actually fulfills the expectation of curriculum or appropriate with all situations. Even more, teachers are required to have competence in developing teaching materials.

In the use of teaching materials, a teacher needs to select a quality book. There are some indicators about the quality of teaching materials as stated by Dick and Carey¹² as follows. (a) whether the learning material is sufficiently compelling, (b) whether the learning material is appropriate with its content, (c) whether the sequence of learning material is appropriate, (d) whether the information in the learning material is needed by students, (e) whether in the learning material there are exercise questions, (f) whether in the learning material there are answers to the exercise given, (g) whether in the learning material there is an appropriate test, (h) whether in the learning material there is a clear further direction for remedial effort , and (i) whether in the learning material there is a direction for the students to direct them from one activity to another.

⁹ M. Muslich, *Text Book Writing: Dasar-Dasar Pemahaman, Penulisan, dan Pemakaian Buku Teks*, (Malang: Ar-Ruzz Media Groups, 2010).

¹⁰ M. Muslich, *Text Book Writing: Dasar-Dasar Pemahaman, Penulisan, dan Pemakaian Buku Teks*.

¹¹ M. Muslich, *Text Book Writing: Dasar-Dasar Pemahaman, Penulisan, dan Pemakaian Buku Teks*.

¹² W. Dick and L. Carey, *The Systematic Design of Instruction*, (London: Scott, Foresman and Company, 1985).

The Teaching Strategies used by Arabic Language Teaching Teachers in Teaching the Arabic Language in Senior High Schools and Vocational Schools

The following is presented the data of the strategies used by the teachers in teaching the Arabic components and skills.

Strategies in Teaching Vocabulary and Reading Skill

The strategies used by teachers in teaching Arabic, particularly reading skill are significantly various. It can be seen in Figure 03 below.

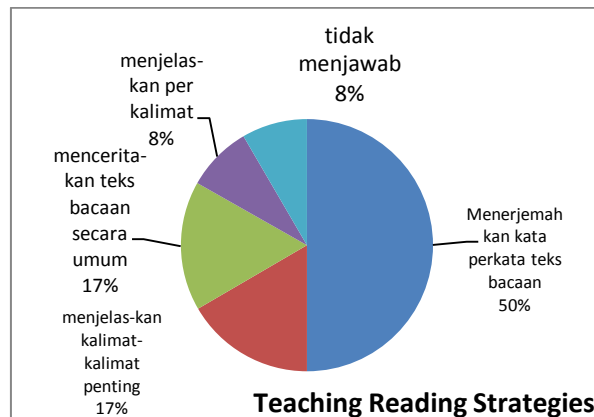


Figure 03: Chart of strategies of GUBARA in Teaching Reading at Senior High Schools and Vocational Schools in Malang Regency

As seen in Figure 03, 50% of the Senior High School and Vocational School GUBARA in Malang Regency explain the content of textbooks by translating them word by word. There was 17% of them explain the lesson by explaining important sentences. The same percentage (17%) retell the text in general, and 8.4% explain it sentence by sentence.

The use of translation technique is exceptionally dominant in teaching new word meanings, which was 80%. Besides translation, the explanation of word meaning was conducted using figure and moving media (67%), synonym-antonym (42%). Besides that, the contextual technique was also used (33%) and association with the English language (8%).

According to the implemented teaching technique, the procedure of teaching reading tended to be conducted in the bottom-up approach. In this case, teachers started to read the text classically then proceeded by explaining the meaning of words through translation (42%). The activity was followed by explaining/ understanding the meaning of text thoroughly also through translation. The next step was the discussion on the structure aspect in the texts. Furthermore, there was 16.6% of teachers who initiated by the understanding of structure aspect and vocabulary as the preparation for understanding the content of the texts.

Speaking Skill

In teaching speaking skill, teachers chose or use the material in the form of a dialogue text. The main activity of the teachers was to drill or give the conversation model by reading the text. On the other hand, the main activity of the students was to speak out the conversation which has been trained by teachers.

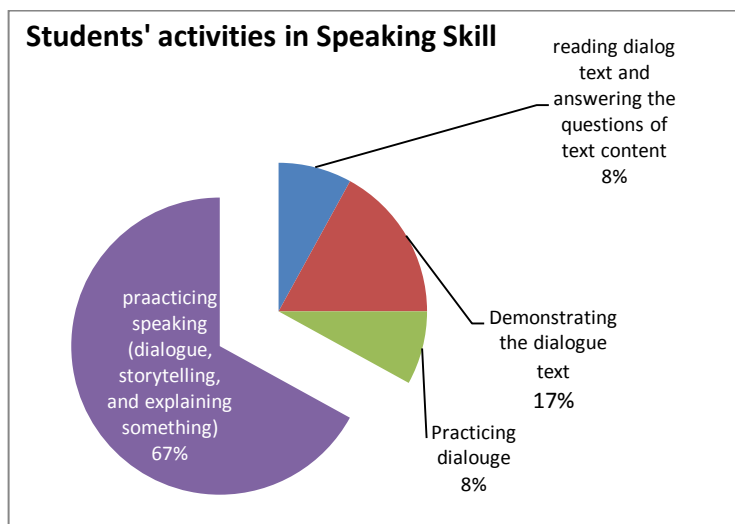


Figure 04: Chart of Students' activities in the Speaking Skill Session

The student activities in speaking skill are described in detail in Figure 04. the chart shows that the activities often performed by the students in learning speaking skill was to practice speaking in the form of dialogue, storytelling, and explaining something (67%). Students were also assigned to demonstrate the dialogue text (17%) and the rest read the dialogue text and answering the questions of the dialogue text content as well as practicing in front of the class.

Practicing a dialogue is one of the forms of speaking activities which is essential to be developed. Tsang and Wong in Richard¹³ in their research on *Conversational English: An Interactive, Collaborative, and Reflective Approach* find that students obtain some achievements in this program. The students are able to build verb vocabulary items to perform daily conversation. They also obtain self-confidence in speaking. Provided with simple dialogue texts, they are able to develop casual conversation approaching reality.

Regarding the distribution level of speaking practice, 67% of the teachers stated that all students have the opportunities to practice even though in a group and a small part of teachers (25%) stated that only a small part of the students have the opportunity. Besides that, 8% of the teachers stated that most students have the opportunity to practice.

¹³ J.C Richards and W.A Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, (Cambridge: Cambridge University, 2002).

Writing Skill

In this section, the student and teacher activities are explained. The form of practice conducted by the students including arranging sentences, copying texts, combining two sentences and completing paragraphs based on the main or supporting sentences. Besides that, some teachers stated that students also arrange the paragraph, compare two objects or more, create calligraphy, sequencing random sentences, and arranging simple dialogues.

The variation proportion of student writing activities was relevant to the activities played by GUBARA in learning writing. The activities are represented in Figure 05. Figure 05 shows that in writing skill learning, 28% of the GUBARA developed the writing skill by giving the written model/example, 22% of the teachers to train the writing by using pattern/ utterance. Besides those two activities, GUBARA conducted different activities, namely a) explaining important pattern or utterances, b) giving examples in developing titles into detail aspect of chart model of a concept map, c) giving examples on developing concept map into sentences and paragraph, or d) merely supervising the students in writing. Each activity was performed by 11% of the teachers. There was 6% of the teachers who gave an example in writing about the object in students' surrounding.

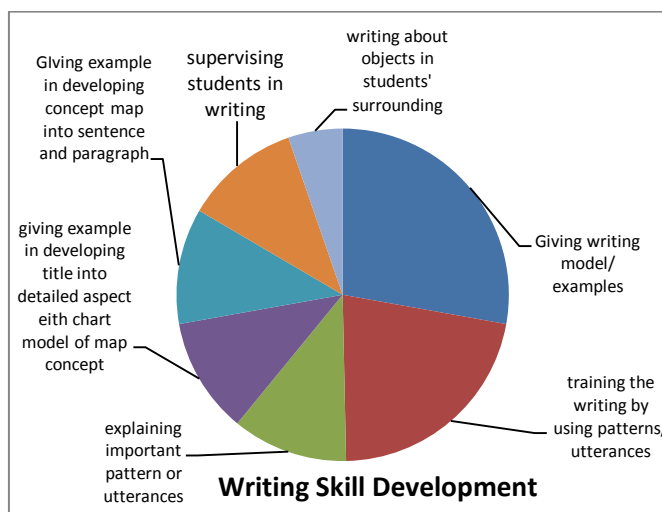


Figure 05: Teachers' activities in Developing Students' Writing Skill

Listening Skill

Regarding the listening skill development, most GUBARA (84%) always initiated the reading and speaking learning by listening practice so that all are integrated with the development of speaking and reading skills. Another formulation was by train a specific listening (8%). Some of GUBARA (8%) also prepared a special material for listening.

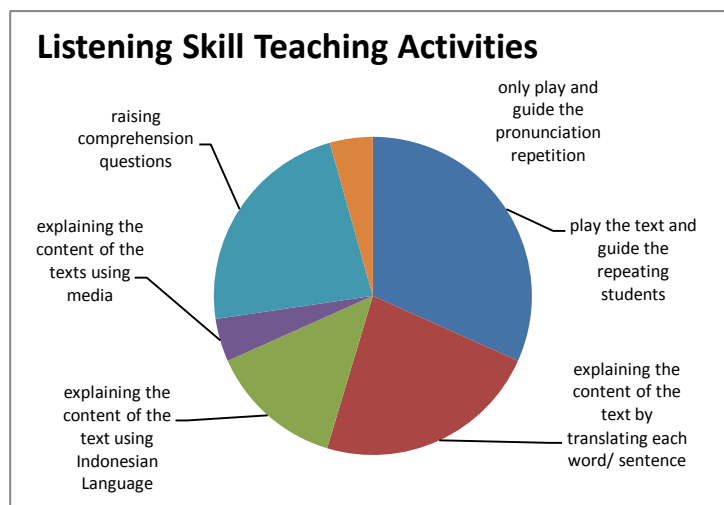


Figure 06: Teachers' activities in Teaching Listening

Besides the development pattern as stated above, GUBARA also conducted activities supporting the listening skill. The activities can be seen in Figure 06. In Figure 06, in listening skill learning, 32% GUBARA read the texts and guided followed by the students repeating. The activity is followed by translating the text administered by 23% of the GUBARA. There is 14% of GUBARA who explained the content of the texts by using Indonesian language but not by translation. There was only 4% of GUBARA who explain the contents of the recited text using media. To stabilize the students' understanding, the GUBARA asks comprehension questions. This was also performed by 23% of the GUBARA.

The strategy used by GUBARA in presenting the meaning of words tends to be in the forms of translation strategy or technique. This is shown by the teachers having less effort in implementing the vocabulary learning strategy or even the teachers themselves to think further. In this case, Asrori and Ahsanuddin¹⁴ state nine techniques in presenting word meanings which are using real objects, model, figure, demonstration, synonym, antonym, derivation, context, and definition or paraphrase. The first four techniques were based on media; there were also other five techniques were based on strategies. These nine techniques required the teachers' creativity to involve students cognitively.

The use of translation technique is unlimited in data meaning presentation and the content explanation. This is according to the Asrori finding in the questionnaire contents of Arabic Teacher training (PLPG) at Universitas Negeri Malang in 2012 that 83% of the teachers translate word by word in learning the reading skill¹⁵. Most

¹⁴ Imam Asrori and Mohammad Ahsanuddin, *Media Pembelajaran Bahasa Arab: Dari Kartu Sederhana Sampai Web Penjelajah Dunia*, (Malang: Bintang Sejahtera, 2015).

¹⁵ Imam Asrori, "Pak Fuad Memandu Pendekatan Top-Down dan Bottom Up dalam Pembelajaran Membaca Bahasa Arab", in *Bahasa Arab sebagai Basis Komunikasi Global dan Pembangunan Peradaban Islam Modern, presented at the Seminar Nasional Bahasa Arab*, Malang: Universitas Negeri Malang, 2012.

teachers (67%) demanded the students listen to the teacher's explanation. Therefore, students tended to be passive. The dominant pattern of Arabic reading learning is moving from one text reading to paying attention to word meaning, towards sentence meaning and text thoroughly.

This situation places the students in the position of receiving the ready-made. It means that the students were less involved in processing the information in the texts. Along with the translation technique, the learning procedure of reading and speaking skills were conducted in bottom-up approach, which was moving from partial to general, moving from language form to meaning or content. Teachers can empower the students more by going through a Top-Down approach (TDA). Kamali (2007) mentions TDA with the term Top-Down Approach (TDA), which was reading model by utilizing the background knowledge of the readers to make predictions of the text content then find the texts as the emphasis or rejection on the prediction which have been made a text title. The simplest way in reading thoroughly by PDA is prior to the students reading the texts entirely; the students were assigned to make the prediction of the text content based on the title, the activity was proceeded by reading texts to prove the prediction accuracy.

The use of Media in Arabic Language Teaching in Senior High School and Vocational High School

The mapping of learning media in Arabic Language teaching in Senior High Schools and Vocational Schools in Malang Regency included the willingness, types of learning media, and its usage. The following is the explanation on the aspects. As much as 75% of Senior High Schools and Vocational Schools in Malang Regency provide Arabic Language Learning media. Various media in the school can be seen in Figure 07. The available media is in the form of figure/ chart (26%), radio/audio tape-recorder (22%), TV/VCD player (19%), LCD projector (11%), real objects (15%) and the rest was artificial objects and the use of language laboratory. The availability of various supporting media/tools in the schools encouraged the GUBARA to use it in Arabic Language learning. The real media that they used are presented in Figure 08. In this figure, the most used media is figure (26%), real object (22%), audio-visual media (15%), the use of chart/scheme and audio media, each (11%), and the use of language laboratory (8%) as well as artificial objects (7%).

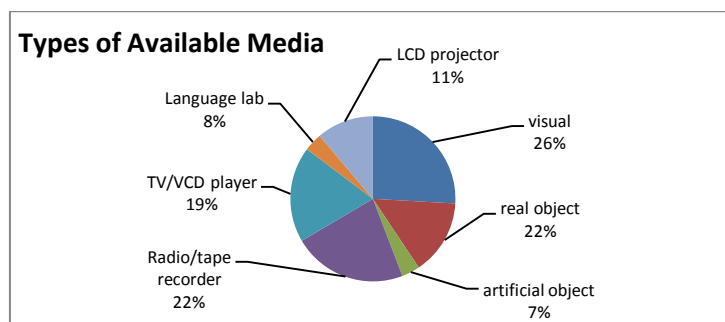


Figure 07: The Types of Available Media

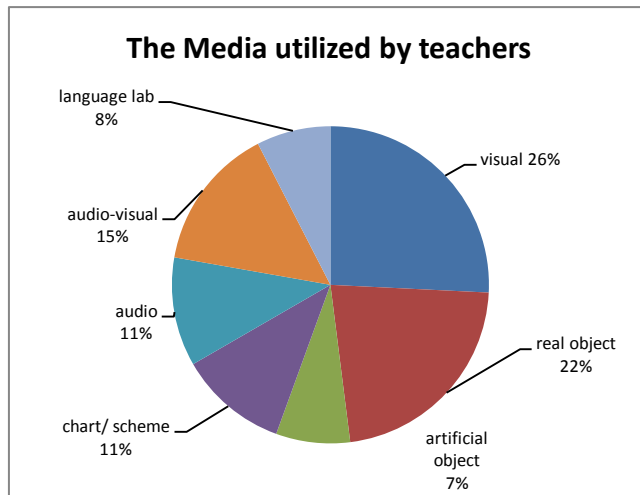


Figure 08: The utilized media

The use of Arabic language learning media in Senior High Schools and Vocational Schools in Malang Regency seems to be limited to conventional media. The multimedia- and information technology-based media are relatively limited or unavailable. Some forms of multimedia which can be used in Arabic language learning are PowerPoint, VCD film, interactive program, even online learning program. Among that various multimedia, PowerPoint is the simplest, however it has several benefits, namely a) attractive presentation due to color and (maybe animation) involvement, b) visual information message can be easily comprehended, c) utilized repeatedly, d) can be combined with audio¹⁶.

The implementation of evaluation in Arabic Language Teaching in Senior High School and Vocational School

The final learning component is the evaluation. Evaluation needs to be conducted during and at the end of the learning process. Evaluation is also directed to the learning outcome and learning process. With an evaluation during the learning process, students' weakness can be immediately detected and improved. Similarly, with the evaluation of each learning process, the learning aspects that need improvement, maintenance, or removal will also be revealed. The following will be explained about the data of evaluation implementation, the type of tests used, dominance of language skill test, blueprint construction, and challenges in constructing questions.

In general, (67%) of Senior high school and vocational school GUBARA in Malang Regency have performed learning evaluation at the end of each lesson unit or once a month. The rest will be done in the mid or end of the semester. Besides that, there were also teachers who performed evaluation in between the learning or on the contrary after finishing several units.

¹⁶ Asrori and Ahsanuddin, *Media Pembelajaran Bahasa Arab: Dari Kartu Sederhana Sampai Web Penjelajah Dunia*.

The types of tests used are presented in Figure 09. From that figure, it is known that most (31%) GUBARA used essay test in learning Arabic. Other types of tests often used by the teachers are multiple choice (28%), open-ended (22%), correct-wrong (13%). On the other hand, the types of test that are less commonly used were the behavioral test and translation test; each was used by 3% of teachers.

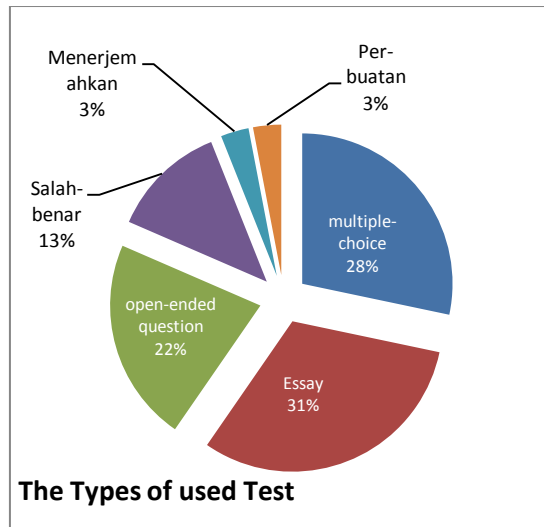


Figure 09: The types of Test used by Teachers

Regarding the use of written and spoken tests, most teachers (67%) used the written and spoken tests equally. As many as 17% the teachers often use written tests. The rest of them which was 8% tend to perform the spoken test. In the aspect of language skill, there was 42% of teachers who gave equal attention to the four skills. The rest, 25% of the teachers, prioritized vocabulary test, and 17% of teachers, prioritized the writing skill. As many as 8% of the teachers prioritized reading skill test, and the other 8% prioritized the speaking skill test.

To make the administered tests more directed and show the achieved competence, most GUBARA (83%) constructed test blueprint. In constructing the question blueprint, not all teachers oriented themselves to the applied curriculum. Among them, there were some who constructed the blueprint based on logic or common sense. Most teachers (67%) state that they did not find difficulties in making the test.

The construction of the blueprint or specification table was intended to create the test which has content validity. With the blueprint of each aspect and domain of representativeness can be more reliable¹⁷. Duwaidari¹⁸ states that the test can be noted as valid if the test measures the aspects that need to be measured. In Arabic test for

¹⁷ Imam Asrori, M. Thohir, and Moh. Ainin, *Evaluasi dalam Pembelajaran Bahasa Arab*, (Malang: Misykat Indonesia, 2012).

¹⁸ R.W Duwaidari, *Al-Bahtsul 'Ilmi: Asasiyyatuhu an-Nadẓariyyah wa Mumarasatul Amaliyyah*, (Lebanon: Darul Fikri, 2000).

example, if the objective of the test is intended to measure the reading skill, the constructed test needs to measure the reading skill.

Accordingly, if the objective of the test is to measure the speaking skill, then the test is constructed and administered should demonstrate the speaking skill, both in monolog and dialog. Al-khuli¹⁹ also describes that *imla'* test should only measure *imla'* skill, the *qawa'id* test should only measure *qawa'id* skill, as well as vocabulary test should only measure vocabulary skill.

Conclusion

Based on the analysis results on the obtained data, several conclusions were drawn. First, GUBARA at Senior High Schools and Vocational Schools in Malang Regency have fulfilled the qualification standard of Arabic language teachers at school, namely bachelor's degree graduate, even half of them are the bachelor's graduates of Arabic language teaching, having more than eight years of experience, having learned at Islamic boarding school for more than five years. Therefore, there needs to be conducted GUBARA training in the form of Arabic Language skill training, so that their competition develops better into a professional teacher. Second, the Senior High Schools and Vocational Schools in Malang Regency have implemented KTSP Curriculum by the Ministry of Education and Culture and the teachers elaborated in the forms of syllabus and lesson plans. Third, the teaching materials used by GUBARA are textbooks with various titles and publishers.

Besides textbooks, supplementary books such as student worksheets are used. Fourth, almost all Senior High Schools and Vocational Schools in Malang Regency teach the four skills of language learning so that the teaching strategies used by the teachers are varied. In the listening skill, teachers integrate reading and speaking skills. In speaking skill, most teachers use strategies such as dialogue, storytelling, and explaining something. In reading skill, teachers explain the content of a textbook by translating word by word. In teaching writing skill, teachers use the strategies of arranging sentences, copying text, combining two sentences, and completing paragraphs based on the main and supporting sentences. The student-centered learning strategies are the strategies that need to be more developed. Along with the development of information and technology, teachers need to develop skills in utilizing computer- or multimedia-based learning media. Fifth, teachers use learning media in the form of figures, real object, audio-visual, chart/scheme, or language lab. To make the learning more various, teachers should use multimedia because it will enable the students to learn Arabic. Six, most GUBARA at Senior High School and Vocational School in Malang Regency conduct learning evaluation in each final lesson unit. The evaluation is not only performed in the last lesson unit, but also each basic competence.[]

¹⁹ M. A Al-Khuli, *Al-Ikhtbarat al-Lughawiyah*, (Shuwailih (Al-Urdun): Darul Falah, 2000).

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